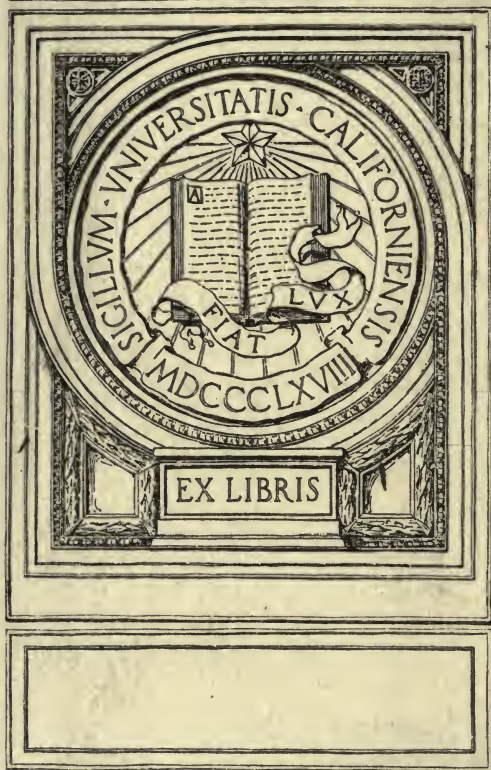


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Vol. X

NOVEMBER 18, 1912

No. 12

[Entered Feb. 14, 1902, at Urbana, Ill., as second-class matter under Act of Congress
July 16, 1894]

UNIVERSITY OF ILLINOIS SCHOOL OF EDUCATION

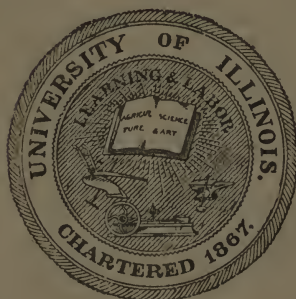
BULLETIN No. 8

(A REVISION OF BULLETIN No. 5)

THE TOWNSHIP HIGH SCHOOL IN ILLINOIS

BY

HORACE A. HOLLISTER



URBANA, ILLINOIS

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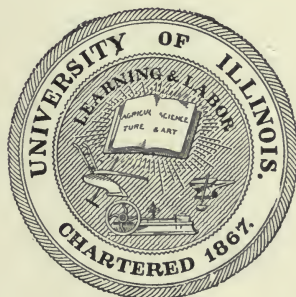
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PRINCETON TOWNSHIP HIGH SCHOOL, BUREAU CO., FIRST ONE ESTABLISHED IN ILLINOIS

PREFACE

This bulletin has been prepared in response to frequent calls for literature on the part of those interested in establishing township high schools, and those who are studying the Illinois type of these schools. In this second revision we are including the law for consolidation of school districts. (See p. 34).

We are under obligations to high school authorities for statistics and photographs furnished. There are many other notable buildings in the State, but it is impossible to show all in a brief bulletin like this. Hence an effort has been made to select typical schools from different sections of the state.

Urbana, Ill., December 2, 1912.

H. A. HOLLISTER.

THE TOWNSHIP HIGH SCHOOL

INTRODUCTION

As Americans we are all justly proud of our system of free public schools. This is true alike of those who live within the influence of the "little red school house" of the rural district and of those whose children are educated in the more imposing structures which house our city schools. The intimate relation existing between a successful democracy and the intelligence of the people who compose it is now generally recognized. No one longer questions, therefore, the right of taxing all for the support of schools.

More and more, as we advance in the experiment of government by the people, do we realize how definitely and inevitably are the success and perpetuity of our free institutions dependent upon the efficiency of our schools. No longer is it considered enough that a free citizen be able to read and write, necessary and fundamental as are these acquirements known to be. The increasing complexity of the problems confronting us and calling for clear, intelligent thought on the part of each individual voter demands a broader training than this. Equally emphatic and insistent is the demand for a knowledge of science and history which is called for in successfully carrying forward our agriculture, commerce and other industries in such a way as to enable us to provide for the competitions of the future and the strain upon our productive resources which our rapidly increasing population is sure to bring.

Putting these two demands together we see that the schooling which we should seek to provide for our children ought to include, at least, that of high school grade. Doubtless this will mean high schools better adapted to the two purposes of training for citizenship and for the successful conduct of our industries; but a training which stops short of this in time and extent can scarcely be expected to give us intelligence in the application of principles sufficient for the wise direction of these two fundamental aspects of the future life of a great continent teeming with a vast population of free, self-governing people.

The idea of a free common elementary school has become generally fixed and recognized, so that few children in this country are now so situated that, as far, at least, as the provision of schools is concerned, they may not have the advantages of such an education at public cost. As regards the free common high school, however, the situation is not so gratifying. In this respect our own state has been somewhat of a laggard as compared with many other states.

Section 1 of Article VIII of the Constitution of Illinois, which is in the nature of a referendum, reads as follows: "The General Assembly shall provide a thorough and efficient system of free schools, whereby all children of this State may receive a good common school education."

A decision of the higher court of the State with reference to this provision (See *Russell vs. High School Board of Education*, 212-217) declares that "this section of the Constitution is both a mandate to the Legislature and a limitation upon its power to establish schools except for the purpose of a good common school education. But a high school for the education of the more advanced pupils is a school of the character required by the Constitution. Any school district may establish and maintain a high school department."

The Legislature has seen fit to leave the establishment of high schools to the option of communities. This is necessary on account of the varying conditions in different localities; but this provision should hardly be construed to mean that such schools are not to be established in communities where they are needed and can be supported. The spirit of the Constitution, itself the expressed will of the people, as it has been interpreted by the courts, seems to require that free high schools should constitute an essential part of our public schools wherever practicable. In other words, it does not appear that in Illinois we are quite living up to the spirit and meaning of our Constitutional requirements in regard to free schools of the higher grades.

VARIOUS METHODS FOR PROVIDING FREE HIGH SCHOOLS

One reason for such a state of things is that we have not yet fully realized the possibilities of the law providing for the organization of township high school districts, thus making the high school free for all those otherwise eligible within such territory.

Various methods have been tried by the different states for properly distributing the cost of the higher schools so as to make them free to all and yet at the same time distribute the burden of cost equitably.

In those sections of the United States where such plans are in operation the fact that high schools minister to a larger group than the local districts in which they are situated seems to be generally conceded. The high school trains more directly for service in the various vocations than does the elementary school. It is there that the people look for the training of those who are to become more intelligent and skilled in carrying on the work of the modern world than is possible in the elementary schools.

In New England the prevailing plan is to let districts not able to support high schools send the children who are prepared for the work to the nearest high schools and then pay over to those schools the tuition of all pupils so educated. In some cases this tuition is rebated to the districts paying it out of the state treasury, thus making it a form of state aid and distributing the cost over the state as a whole. Such a method can hardly be said to be equitable, since the districts already supporting high schools must also help to pay this tuition.

Another method is that of a general scheme for state aid. Among the states in which this plan is in use are: Maine, Vermont, Massachusetts, Rhode Island, New York, Pennsylvania, Delaware, Virginia, South Carolina, Wisconsin, Minnesota, North Dakota, Kansas, California. The method is operated differently in different states but results in the distribution to the high schools of a special sum out of the state treasury. Thus the burden of local support is lightened by distributing part of the cost of the schools over the entire state.

In a few state, notably Kansas, Nebraska and Nevada, a special county high-school tax is levied, thus creating a county fund for distribution among the high schools of the county. In a few cases county high schools are provided for. This latter pro-

vision makes a free high school in the county for those not otherwise provided for but it does not distribute the general cost of all high schools over the county as does the county high school fund.

THE ILLINOIS PLAN

A fourth plan is that of the union district or township high school. Sixteen states make provision for such schools, and among them Illinois.

By a special act of the Legislature in 1867 a township high school established the previous year at Princeton, Illinois, was legalized. This school is still managed under the same special act, and has grown to be one of the great high schools of the state. The enrollment last year was 370 with 16 teachers employed. The ministration of this school appears in the fact that the tuition collected from pupils attending from outside the township district amounts to about \$3,000 annually.

In 1872 a general revision of Illinois school law was made and there was included in this a general provision for the establishment of township high schools. In 1879 the law was amended, and again in 1911. The latter amendment, with additional legislation, is very important and really supercedes the original township law.

TOWNSHIP HIGH SCHOOLS OF ILLINOIS. TABLE OF STATISTICS

Following is a list of township high schools established under the laws of 1872 and 1911 giving date of establishment, initial cost of building, present rate of levy for all purposes, number of tuition pupils and income from same, present general condition, number of teachers employed, total enrollment, and relative number of rural pupils enrolled:

Name of School	Date of Establishment.	Present general condition.	Initial cost of building.	Rate of levy per \$100.	No. of teachers employed.	Total enroll- ment.	Relative number enrolled from rural schools.	Number of tuition pupils.	Approximate annual income from tuition.
Princeton Twp.	1867	Good	\$ 46,000	.68	16	362	28%	75	\$2850.00
Streator	1875	"	50,000	.90	14	314	26%	32	960.00
Ottawa	1878	"	20,000	.78	17	395	15%	47	2000.00
Evanston	1883	"	105,000	.70	32	703	none	19	1700.00
Nauvoo	1883	Fair	Rented	1.00	2	31	30%	7	126.00
Lyons (La Grange)	1888	Good	30,000	1.24	23	460	5%	12	1200.00
Deerfield (Highland Park)	1890	"	52,500	.97	20	315	5%	20	800.00
Taylorville	1890	"	41,000	.60	9	223	12%	17	700.00
Pontiac	1894	"	30,000	.72	12	234	34%	62	2240.65
Biggsville	1896	"	22,000	1.00	4	45	75%	5	137.50
Sterling	1897	"	32,000	.43	13	232	20%	32	800.00
J. Sterling Morton (Clyde)	1898	"	123,000	.90	17	229	small	4	360.00
Roseville	1899	"	12,200	1.75	7	62	50%	12	400.00
New Trier (Kenilworth)	1899	"	61,000	3.00	28	445	none	2	750.00
Thornton (Harvey)	1899	"	60,000	1.12	17	328	10%	16	650.00
La Salle-Peru	1899	"	64,000	.72	16	300	20%	47	1400.00
Oak Park and River Forest	1899	"	350,000	1.74	49	972	none	9	900.00
Joliet	1899	"	224,000	1.03	52	1067	small	75	3250.00
Savanna	1900	"	40,000	1.15	10	146	15%	14	400.00
Bloom (Chicago Heights)	1900	"	60,000	.90	12	218	10%	17	800.00
Gilson	1900	Fair	5,000		2	35	80%	5	18.00
Murphysboro	1901	Good	21,735	.93	8	162	12%	6	108.00
Hittle (Armington)	1902	"	7,500	.35	3	24	33 1/3%	0	0.00
Harrisburg	1902	"	20,000	.70	8	178	18%	22	350.00
Maine (Des Plaines)	1902	"	23,000	1.00	9	152	small	7	280.00
Centralia	1903	"	48,000	.84	12	270	15%	10	300.00
De Kalb	1903	"	70,000	.90	15	345	20%	40	1600.00
Marshall	1903	"	30,000	1.05	87	117	22%	20	350.00
Morton	1903	"	24,000		3	43	60%	9	270.00
Mt. Vernon	1904	"	30,000	.75	98	248	10%	12	300.00
Du Quoin	1904	"	35,000	1.50	6	140	20%	15	300.00
Blue Island	1904	"		1.50	8	150	10%	15	400.00
Waukegan	1905	"	120,000	.84	20	322	4%	27	1228.50
Bellflower	1905	"	11,000	.34	4	48	80%	4	108.75
Mazon	1905	"		.70	3	62	55%	5	135.00
Lovington	1906	"	17,250	.89	7	89	47%	17	510.00
Kilbourne	1906	"	6,000	4.00	2	25	17%	3	24.00
Stockland	1907	"	6,000	.32	3	33	100%	2	60.00

Name of School	Date of establishment.	Present general condition.	Initial cost of building.	Rate of levy per \$100.	No. of teachers employed.	Total enrollment.	Relative number enrolled from rural schools.	Number of tuition pupils.	Approximate annual income from tuition.
Pana Twp.	1907	Good	70,000	.80	7	217	21%	21	540.00
Collinsville	1907	"	50,000	.55	9	151	12%	7	126.00
Marissa	1908	"	18,000	2.25	5	105	20%	12	216.00
Eldorado	1908	"	26,500	1.00	6	131	50%	3	45.00
Lawrenceville	1908	"	35,000	1.50	6	125	large	25	450.00
Bridgeport	1908	"	36,000	1.00	7	115	41%	27	405.00
Robinson	1909	"	50,000	1.33	10	225	33½%	40	1200.00
Newman	1909	"	20,000	.63	4	92	24%	15	450.00
Lockport	1909	"	51,800	.85	9	156	16½%	13	350.00
Lemont	1909	"		1.00	2	23	30%	3	100.00
Geneseo	1909	"	60,000	1.00	11	170	25%	24	864.00
Benton	1909	"	41,800	1.12	10	140	10%	7	135.00
Industry	1909	"	20,000	.85	4	52	65%	10	200.00
Equality	1909	"	19,750	1.00	3	62	20%	9	80.00
Neoga	1909	"	25,000	1.10	6	129	50%	18	400.00
Pawnee	1909	"	32,000	.50	3	46	15%		
Proviso									
(Maywood)	1910	"	50,000	1.00	18	330	small	15	750.00
Assumption	1910	"	Rented	.31	4	89	15%	7	175.00
Drummer									
(Gibson City)	1910	"	55,000	1.28	8	155	33%	26	850.00
Arispie-Indiantown									
(Tiskilwa)	1911	"	30,000	1.08	4	90	33%	13	325.00
Moore									
(Farmer City)	1911	"	40,000	.75	6	112	23%	8	200.00
Chillicothe	1911	"	Rented	1.50	4	70	10%	6	200.00
Waynesville	1911	Fair	"	"	3	35	50%	6	100.00
Hutsonville	1911	Good	"	1.00	3	81	65%	6	135.00
Douglas	1911								
(Teutopolis)									
Seneca	1911	Fair	"	.62½	2	33	9%	4	75.00
Divernon	1911	Good	*30,000	.10	3	54	30%	2	45.00
Mt. Pulaski	1911	"	45,000	.98	4	50	25%	6	150.00
Flora	1912	"	36,000		5	92	6%	small	small
Marion	1912	"	70,000	.95	7	185	18%	2	
Thebes	1912	Inc.	30,000	1.75	1	19	25%	0	
Bismark	1912	"	"	.50	2	20	70%	3	60.00
Toulou	1912	Good	*9,000	.33½	6	102	35%	2	60.00
Herrin	1912	Fair	40,000		5	104	small	2	45.00
Milford	1912	Good	32,000		4	67	33%	4	120.00
Alvin	1912	Fair			1	5			
Sidell	1912	Good	16,750	.75	3	60	33%	8	246.00

* Old academy building.

Other township high schools voted during the past year but not yet reported are: Adrian, Annawan, East Moline, Georgetown, Loraine, Macinaw, Virden, Orion.

Of the high schools from which full reports were had twenty-seven reported little or no opposition to the establishment of the township high school. Twenty-two reported strong opposition at first. In some cases a second or third vote was necessary in order to carry the proposition. In this connection it is a notable fact that the more people have learned about the nature and advantages of the township high school the more these schools have grown in favor. Reports from all the fully established schools show that with the realization of the many advantages gained the opposition in township high school districts has nearly all died out.



HARRISBURG TOWNSHIP HIGH SCHOOL, SALINE CO., ILL.

SOURCES OF OPPOSITION. A REASONABLE VIEW.

One of the chief sources of this opposition has been from the owners of farm lands either residing on and operating their own farms or living in the towns and belonging to the class known as retired farmers. In a number of such cases it has been claimed that villages and towns were trying to throw the cost of their schools upon the farmers. In several cases threats of boycotting have been used as a means of defeating the establishment of such a free high school.

It does not seem likely that any one acquainted with all the facts would take such an attitude against the establishment of an institution so beneficial to all concerned whether his home be in the country or in the town. In the first place the people in the towns, if we except the retired farmer, are there to serve the farmers of the community. Otherwise the town would not exist. It is through this service that the farmer is able to have those wants supplied which he has not the time nor the facilities for supplying himself. It is through this necessary division of labor that he gets his produce to market; secures his clothing, groceries, farming implements, and building materials; gets his mail, telephone and telegraphic service; receives his medical, legal, and spiritual advice and council; and secures suitable teachers for his children. In other words, the town is an essential part of the larger community embracing with it the surrounding farms.

In the second place no public school is maintained solely by those who patronize it. It is maintained at the expense of all and for the common good. The high school is, strictly speaking, more in the nature of a common good than even the elementary school. As has been shown in the introductory pages of this bulletin the high school contributes most directly of all to the common weal through the supply of that intelligence and skill demanded in the conduct of modern industries, and in fulfilling the duties of citizenship.

Why, then, should the people of the towns be called upon to bear all the burden of sustaining the high schools of the state? Experience plainly shows that values in real property of rural communities increase with the growth and prosperity of the towns which are their business and educational centers. Why is this? Are the farms, then, to reap all the advantages without bearing their portion of the cost? Surely this is not the American idea of the equitable distribution of the cost of maintaining those educational facilities upon which, essentially, our democratic institutions are known to rest and to depend for their security.

SOME OF THE RESULTS

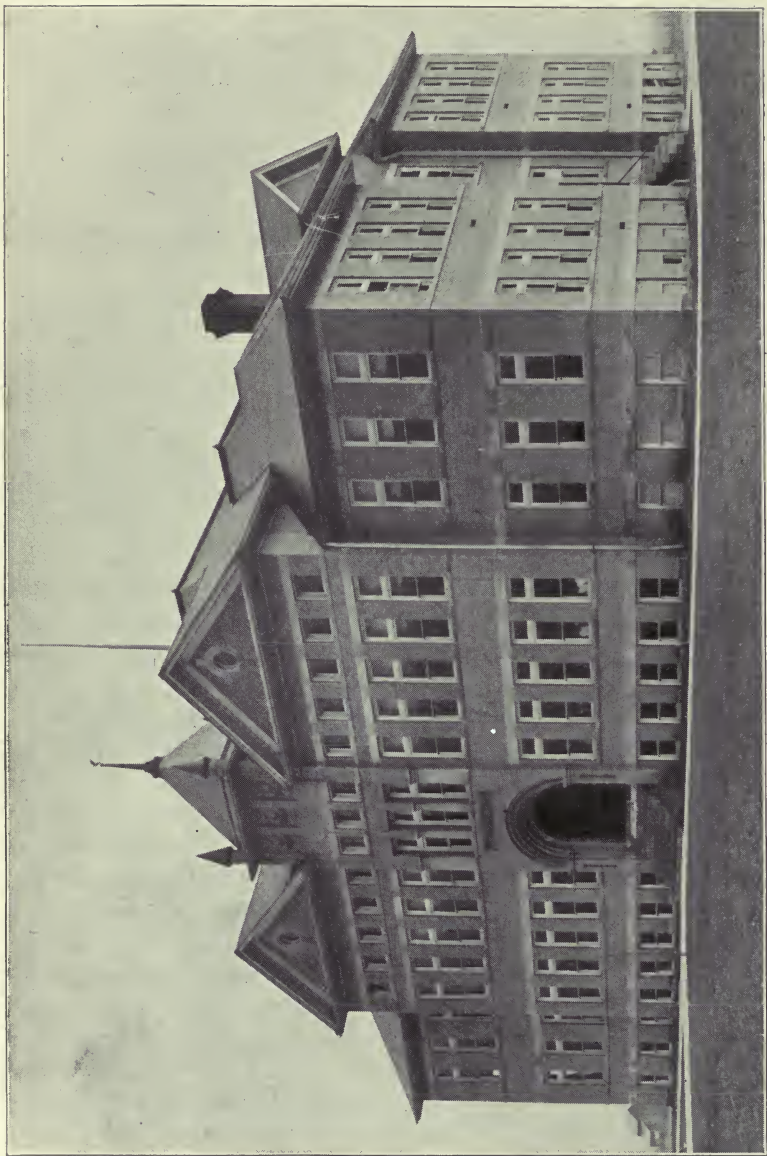
In a number of cases the establishment of a township district school has been the only way by which a high school was possible. In several southern Illinois counties such a school has become practically the only high school of the county.

The plan has also proven a great boon to the small villages adjacent to our large cities. These villages were not strong enough by themselves to maintain high schools but by uniting several in a township or fractions of townships good high schools were made possible. Among such schools are those at Evanston, Oak Park, Kenilworth, Highland Park, DesPlaines, Harvey, Berwyn, Maywood, near Chicago; and Collinsville, near East St. Louis. Sometimes the opposition in such cases has urged that pupils from these suburban villages might better seek the advantages of the larger city schools. This does very well for those who are able to meet the additional expense. The cost of transportation and sensitiveness on account of personal appearance frequently act as a bar, under such conditions, and keep out of high schools some of the most deserving and efficient pupils from the homes of the middle or lower classes who would be glad to patronize the home school and would do so much to the profit of society in general.

In all cases where township high schools have been established the facilities for doing good modern high school work have been greatly increased. Out of fifty-eight high schools reporting in 1912, forty-one offered manual training, thirty-five domestic science, twenty-three agriculture, thirty-two drawing, and twenty-three music. What further demonstration do we need to show the place which this type of high school is coming to hold among the educational interests of our great state? Is it any wonder that there is such a rapid increase in numbers in recent years as is indicated by the dates of establishment as given in the above table?

In most cases, also, the attendance has increased largely. Biggsville, a small village, was able to have only one and a half years of high school before the township school was organized. Now it furnishes a well organized high school for the children of the township and even outside the township. Taylorville had practically no high school up to the establishment of the township school in 1890. Now it is one of the notable high schools of the state. The same may be said of Harvey, Harrisburg, Bridgeport, Marissa, Eldorado, Murphysboro, Streator, LaGrange, Evanston.

Note the increase in size of some of these schools as indicative of the service they render: The New Trier, organized in 1899, has increased in enrollment from 30 to 448. DeKalb, or-



MURPHYSBORO TOWNSHIP HIGH SCHOOL., JACKSON CO., ILL.,

ganized in 1903, has increased from 168 to 345. Eldorado in two years increased from 30 to 114. Lockport in two years grew from an enrollment of 60 to 170. Lovington doubled the attendance in three years. Collinsville, in two years, had an increase of 65 per cent. One of the most notable evidences of such growth is that of the new township school at Neoga. The village high school never enrolled more than 50 to 60 pupils. This year the township school enrolls 129.

A glance at the table on pages 9 and 10 and the column headed "relative number enrolled from rural schools" will show some interesting figures on this point. It should be remembered that the suburban high schools have very few, and in some cases no, rural schools tributary to them, while the village high schools of agricultural districts naturally enroll the largest percentages of pupils from rural schools.

Attention is also called to the rates of tax levies per \$100 given in the table. It will be noted that some of these appear much larger than others. Those of recently established schools are especially large. The reason for this difference lies in the fact that in some cases it is still necessary to add a building levy. In the case of the very low rates usually only the operating expenses are represented.

OTHER ADVANTAGES OF THE PLAN

The township high school plan as provided for in the statutes of Illinois has a peculiar advantage over other plans of distributing the cost of high schools. This advantage is in the fact that it permits the direct participation in its organization and its government of all the people contributing to its support. Thus it becomes possible to have high schools whose courses provide not alone for the interests of the city child but also for the interests of the farmers' sons and daughters and for country life in general.

This latter point is well illustrated by the fact that most of the Illinois high schools that are now offering courses in agriculture are township high schools. The demand is growing more and more insistent for such courses as shall put the children from the farms more closely in touch with the possibilities of farm life. The towns can not alone organize such courses. It is only through the coöperation of larger groups that we are to be able completely to organize our high schools with reference

to this growing demand for the vocational subjects in the education of our youth.

By means of the township high school such organization not only becomes feasible but also gives the farmers a voice in the establishment of such courses as the interests of agriculture demand. The people of Illinois certainly do not believe in a system of high schools organized into separate types for the different industries. We want all the boys and girls to have a chance to find themselves, to follow the lines for which nature has endowed them, by having at hand in the high school which they attend all possible courses of preparation. How, otherwise, are we to prevent the establishment of class distinctions along lines of the occupations, like the caste systems of European countries? How else shall we maintain the true spirit of a democracy?

It evidently becomes necessary, if we are to give to our high schools that directly practical trend which is everywhere being demanded, that we so organize them as to give to all children free high school advantages and at the same time make possible such a complete curriculum as this modern conception of high school training would involve.

We have already referred to the high school as a means of training teachers. None of our high schools are so well fitted for this work as are the township high schools, especially the training of teachers for the rural schools. They stand in direct relationship to these schools of the farmer and are thus able to turn out graduates as teachers who are more in sympathy with the needs of the rural districts than are those whose sole contact is with the city or town.

We cannot emphasize too strongly the obligation resting upon us to make the high school available to all classes. The high schools of the cities and towns, when directed exclusively in the interests of their immediate neighborhood, are too far removed from the habits of thought and action of most farm bred boys and girls to appeal to them very strongly; or if they do it is usually to lead them away from the life of the farm. Besides there are many boys and girls of the country who are held back from high school because they can not afford to pay, along with the other necessary expenses, the tuition fees which they must pay when they go to the city school. A union district or township high school organized in a rural village or town as

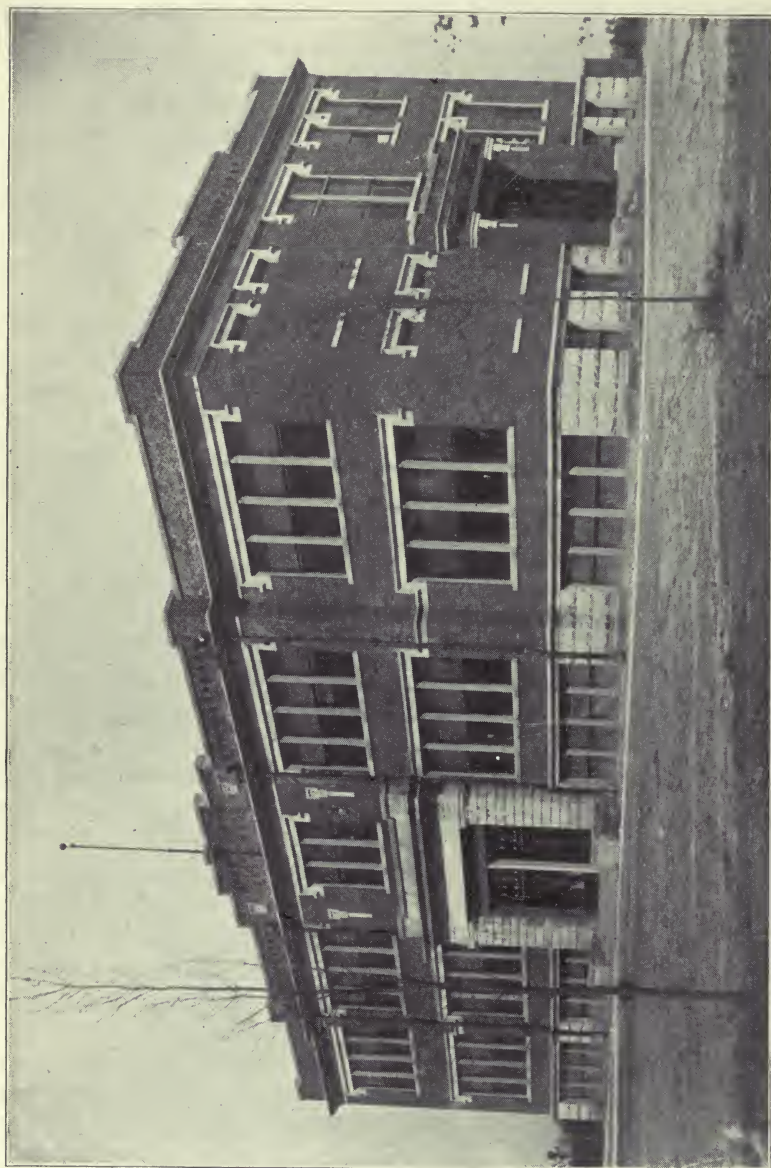
the community center makes possible even such a thing as a shorter course, during the winter months, for the older boys who must work through the rest of the year on the farm. Such courses have already begun to be organized.

A strong township high school invariably stimulates the work of all the rural schools that are tributary to it, thus making these schools much more effective. This same effect is noticeable also with reference to the local elementary schools of the city or town in which the township high school is located. The establishment of a distinct institution with a building of some note and constructed and equipped for special work of the high school, together with the higher grade of teaching ability usually employed in these schools, acts as a powerful stimulus to the grades below the high school. At the same time it has the general effect of raising the standard of educational ideals which prevail in the entire community to which such a high school ministers.

The money that is invested in these schools is more than returned in the increased values of real estate, if we say nothing of the greater return which comes from the increase of skill and of intelligence which is sure to be returned to every community which supports good schools. It is the superior intelligence of the American farmer which gives him whatever advantage he has over the European peasant. In order to maintain this advantage, and to make it possible for the farmers' interests to be intelligently represented in all public concerns, the boys and girls of the farm must be given educational opportunities in every way equal to those of the cities and towns.

The high school, as a part of the public school system, is maintained at public cost and for the general good. A good high school in a community renders an invaluable service to that community. It is but part of the debt each individual owes for prosperity and good government which he pays in his school tax.

The relatively low cost of schools in the rural districts is notorious. Why should the people of the cities and towns be expected to bear the entire burden of supporting the high school? Or why should the individual whose child desires the training which the high school offers be required to pay a special individual tax in the form of tuition in order that his child may attend such a school? This is a situation contrary to the spirit of our constitution and laws which provide for public schools free to the children of rich and poor alike.



ROBINSON TOWNSHIP HIGH SCHOOL. (NEW), CRAWFORD CO., ILL.

A well equipped high school with teachers trained to do the various lines of work required, if the school is to be a fully organized and efficient one, necessarily costs more, proportionately, than an elementary school. It is only through some such plan as is offered by the township high school law of Illinois that it is possible to get for our rural communities buildings properly equipped and teachers competent to do the work. This involves the coöperation of town and country in providing such a truly democratic school as is needed to place and keep all classes, all industries and professions, on a par with each other in our social order.

Such a proposition is not a matter of benefitting a village, town or city at the country's expense. The location of such a school in the social and business center of the community which it is to serve is only a matter of equity and economy to all.

TYPICAL COURSES OF TOWNSHIP HIGH SCHOOLS.

Following are typical programs of study as offered in well organized township high schools of different types. These are given in general form here for the sake of brevity. In the printed reports of these schools the different courses are given more in detail:

NEW TRIER TOWNSHIP HIGH SCHOOL.

One elective study at least must be chosen from Group A.

Roman numerals I and II indicate semesters.

Subjects not otherwise designated continue throughout the year.

Numbers in parentheses indicate credits granted toward the eighty required for graduation.

REQUIRED STUDIES.

ELECTIVE STUDIES.

GROUP A.

GROUP B.

First Year.

English (5)
Physiology (1)
Algebra (5)
Physical Training (1)

Physiography (5)
Greek History I (2½)
Roman History II (2½)
Latin (5)
Penmanship I (2½)
Commercial Arithmetic II (2½)

Bookkeeping (5)
Manual Training (2½)
Mechanical Drawing (2½)
Freehand Drawing and Design (2½)
Domestic Economy (3)
Music (1)
Physical Training (½, 1 or 1½)

Second Year.

English (5)	Botany (5)	Bookkeeping (5)
Plane Geometry (5)	Zoölogy (5)	Manual Training (2½)
	Mediaeval History I (2½)	Mechanical Drawing (2½)
	Modern History II (2½)	Freehand Drawing and Design (2½)
	Latin (5)	Domestic Economy (3)
	Greek (5)	Music (1)
	German (5)	Physical Training (½, 1 or 1½)
	French (5)	
	Spanish (5)	
	Commercial Geography I (2½)	
	Industrial History II (2½)	

Third Year.

English (5)	Solid Geometry I (2½)	Manual Training (2½)
Advanced Algebra II (2½)	Chemistry (5)	Mechanical Drawing (2½)
	English History and Civics (5)	Freehand Drawing (2½)
	Latin (5)	Domestic Economy (3)
	Greek (5)	Music (1)
	German (5)	Physical Training (½, 1 or 1½)
	French (5)	
	Spanish (5)	
	Political Economy I (2½)	
	Commercial Law II (2½)	
	Stenography (5)	
	Typewriting (2½)	

Fourth Year.

English (5)	Latin (5)	
Physics (5)	Greek (5)	
American History and Civics (5)	German (5)	
	French (5)	
	Spanish (5)	
	Plane and Spherical Trigonometry I (2½)	
	Stenography and Typewriting (5)	
	Manual Training (2½)	
	Mechanical Drawing (2½)	
	Freehand Drawing (2½)	
	Domestic Economy (3)	
	Music (1)	
	Physical Training (½, I or I½)	
	and studies in Group A of second and third year.	



OAK PARK RIVER FOREST TOWNSHIP HIGH SCHOOL, COOK CO., ILL.

PONTIAC TOWNSHIP HIGH SCHOOL

GENERAL COURSES.

REQUIRED.

English
Algebra

English
Plane Geometry

English
Physics

English
American History

ELECTIVE.

First Year.

Latin
Physiography $\frac{1}{2}$
Physiology $\frac{1}{2}$
Geography, Political and Commercial
Manual Training
Domestic Science

Second Year.

Latin
Ancient History
Zoölogy $\frac{1}{2}$
Botany $\frac{1}{2}$

Third Year.

Latin
German
Algebra $\frac{1}{2}$
Solid Geometry $\frac{1}{2}$
English History

Fourth Year.

Latin
German
Civics $\frac{1}{2}$
Economics $\frac{1}{2}$
Chemistry
Bookkeeping

NORMAL COURSE.

First Year,

First Semester
Grammar and Composition
Political Geography
Arithmetic
U. S. History

Second Semester
Grammar and Composition
Commercial Geography
Arithmetic
Civics (Elementary)

Second Year.

English I
Pedagogy
Algebra
Physiography

English I
History of Illinois
Algebra
Physiology

Third Year.

English II
Plane Geometry
Zoölogy
Ancient History

English II
Plane Geometry
Botany
Ancient History

Fourth Year.

*English IV
*American History
Algebra II
Economics
*Physics
Bookkeeping

*English IV
*American History
Solid Geometry
Civics (Advanced)
*Physics
Bookkeeping

*Required in fourth year of Normal course—Choose one additional.

COMMERCIAL COURSE

First Year.

First Semester

Grammar and Composition
 Political Geography
 Arithmetic
 U. S. History

Second Semester

Grammar and Composition
 Commercial Geography
 Arithmetic
 Civics (Elementary)

Second Year.

English
 Algebra
 Bookkeeping
 Commercial Law

English
 Algebra
 Bookkeeping
 Commercial Correspondence

Third Year.

Bookkeeping
 German I
 Plane Geometry
 Ancient History
 Zoology

Bookkeeping
 German I
 Plane Geometry
 Ancient History
 Botany

Fourth Year.

English IV
 German II
 Economics
 Algebra II
 American History
 Physics

English IV
 German II
 Civics (Advanced)
 Solid Geometry
 American History
 Physics

ROBINSON TOWNSHIP HIGH SCHOOL

REQUIRED

ELECTIVE

First Year.

English
 Algebra
 Biology or Ancient History

Latin
 German
 { Commercial Geography $\frac{1}{2}$
 { Commercial Law $\frac{1}{2}$
 Domestic Science
 Manual Training
 Agriculture

Second Year.

English
 { Algebra $\frac{1}{2}$
 { Arithmetic $\frac{1}{2}$
 Ancient History or Biology

Latin
 German
 Commercial Arithmetic
 Domestic Science
 Manual Training
 Agriculture

Third Year.

English
Plane Geometry
Physics or Chemistry

Latin
German
Bookkeeping
Domestic Science
Manual Training
Agriculture
History, Western Europe

Fourth Year.

English
American History
Physics or Chemistry

Latin
Typewriting and Shorthand
Domestic Science
Manual Training
Agriculture
Astronomy $\frac{1}{2}$, Geol. $\frac{1}{2}$
Solid Geom. $\frac{1}{2}$, Plane Trig. $\frac{1}{2}$

BELLFLOWER TOWNSHIP HIGH SCHOOL

(Village Type)

First Year.

Algebra
English
Latin or German
Physiography $\frac{1}{2}$
Botany $\frac{1}{2}$

Third Year.

Algebra and Solid Geometry
English History
Zoology and Physiology
Latin or German or Domestic Science

Second Year.

Plane Geometry
English
Latin or German
General history

Fourth Year.

English
Physics
U. S. History and Civics
Latin or German or Domestic Science

A year of Domestic Science is offered.

THE TOWNSHIP HIGH-SCHOOL LAW AND THE METHOD OF PROCEDURE IN ESTABLISHING AND OR- GANIZING A SCHOOL UNDER THIS LAW

The original Township High-School Law which is still on the statute books made the township the basis of organization. Where territory was to be included from parts of two or more townships the petitions and voting had to be by the separate school districts included. Two measures, passed in 1911, so modified this procedure as to make the township district at once more practicable and more popular. As a result the old law is omitted with the exception of sections 89, 90, 91, 92 and 93, and the

latter part of section 86 which reads as follows: "Within ten days after their election the members of the township high school board of education shall meet and organize by electing one of their number president, and by electing a secretary. It shall be the duty of such high school board of education to establish, at some central point most convenient to a majority of the pupils of the township, a high school for the education of the more advanced pupils."

LAWS OF 1911

The new laws passed in 1911 which have caused the original law, in its main features, to become practically obsolete are as follows:

I. AMENDMENT TO SECTION 88 OF OLD LAW

Section 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That section 88 of an Act entitled, "An Act to establish and maintain a system of free schools," approved and in force June 12, 1909, be and the same is hereby amended so as to read as follows:

§ 88. The inhabitants of any territory composed of parts of adjoining townships may create such territory into a high school district by a petition signed by at least 50 legal voters and an affirmative vote in such territory, and may elect a board of education therefor, as in other high school districts. When part of a township has been included in any high school district pursuant to any of the provisions of this Act, the remainder of such township, not included in any high school district, shall constitute a township for high school purposes.

Approved, June 5, 1911.

II. TOWNSHIP HIGH SCHOOL DISTRICTS

AN ACT to authorize the organization of high school districts.

Section 1. *Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That any school township that contains a school district having a population of 1,000 or more and not exceeding 100,000 inhabitants, whether operating under the general school law or governed by virtue of a special Act, may be organized into a high school district by submitting the proposition to a vote of the people at a general or special election.



STREATOR TOWNSHIP HIGH SCHOOL, LA SALLE CO., ILL.

2. Upon receipt of a petition signed by 50 or more legal voters the county superintendent of schools of the county in which the township or the greater part of the territory described in the petition is situated, shall forthwith order an election to be held for the purpose of voting "for" or "against" the proposition to establish a township high school, by posting notices for at least 10 days in 10 of the most public places throughout the township or territory, which notices may be substantially as follows:

NOTICE OF ELECTION

Notice is hereby given that onthe..... day of....., 1....., an election will be held at for the purpose of voting "for" or "against" the proposition to establish a township high school for the benefit of the inhabitants of township (or territory)..... The polls will be opened ato'clock....m., and closed at...o'clock....m.

A.....B.....
County Superintendent.

In townships divided equally by county lines, the elections shall be in charge of the superintendent of schools of the county in which the 16th section is situated.

3. The elections required by this Act shall be conducted by the trustees of schools, boards of education or boards of directors, designated by the county superintendent of schools, to whom all returns shall be made within 5 days. The ballot shall be in substantially the following form, to-wit:

For the establishment of a township high school	
Against the establishment of a township high school	

The voter shall make an X or cross-mark in the square following and opposite the proposition favored, and the ballot shall be so counted.

4. If a majority of the votes cast shall be in favor of establishing a township high school, the county superintendent of

schools shall forthwith order an election to be held within 30 days, for the purpose of selecting a township high school board of education to consist of a president and 6 members, by posting notices for at least 10 days in 10 of the most public places throughout the township or territory, which notices may be substantially as follows:

NOTICE OF ELECTION

Notice is hereby given that on the..... day of, an election will be held at for the purpose of electing a township high school board of education, to consist of a president and 6 members. The polls will be opened at.....o'clock.... m., and closed at..... o'clock.... m.

A.....B.....
County Superintendent.

Two of the members shall be elected for one year, two for two years, and two for three years, and each year thereafter two members shall be elected to serve for three years. The president shall be elected annually. All subsequent elections shall be held on the second Saturday of April, annually.

5. For the purpose of supporting a high school, the township or territory for the benefit of which a high school is established under the provisions of this Act, shall be regarded as a school district, and the board of education thereof shall, in all respects, have the powers and discharge the duties of boards of education elected under the general school law.

6. The inhabitants of any contiguous and compact territory, whether in the same or different townships, upon a petition signed by at least 50 legal voters and an affirmative vote in such territory, may establish, in the manner provided by this Act, a township high school for the benefit of the inhabitants of the territory described in the petition.

7. A school district or any part thereof, adjoining a high school district organized pursuant to this Act, may be annexed to such high school district and become a part thereof, by a concurrent resolution adopted by the boards in each district. Before the resolution shall take effect, however, the proposition shall be submitted, under the provisions of this Act, to a vote of the people of the territory desiring annexation, and a majority of the votes cast shall be required in order to adopt such resolution.

Approved, June 6, 1911.

3. SECTIONS OF OLD LAW RETAINED BECAUSE OF THEIR SPECIAL CHARACTER

§ 89. Any school district having a population of two thousand (2,000) inhabitants or more may, in the manner herein provided for establishing and maintaining a township high school, establish and maintain a high school for the benefit of the inhabitants of such school district, and elect a board of education therefor with the same powers conferred on township high school boards of education. (See. §86.) The territory of such district when so organized for high school purposes shall constitute a high school district for high school purposes distinct and separate from the common school district having the same boundaries, and the high school board of education of such high school district shall have the same power to levy taxes and establish and maintain high schools as township high school boards of education organized under this Act possess, and such taxes shall be in addition to the taxes authorized to be levied by section 189 of this Act. All school districts which have heretofore organized under this section, elected a high school board of education, and are maintaining a high school, shall be regarded as high school districts distinct and separate from the common school district having the same boundaries, shall have the same power of taxation as township high school boards of education organized under this Act. A township or part of a township in which there is no township high school may be annexed to an adjacent high school district organized under this section in the same manner as near as may be as is provided in sections 94, 95 and 96 of this Act for the annexation of territory to a township in which a high school has been established.

§ 90. When any city in the state having a population of not less than one thousand and not exceeding one hundred thousand inhabitants, lies within two or more townships, that township in which a majority of the inhabitants of the city reside shall, with the city, constitute under this Act a school township for high school purposes.

§ 91. For the purpose of building school houses, supporting the school and paying other necessary expenses, the territory for the benefit of which a high school is established under any of the provisions of this Act, shall be regarded as a school district, and the board of education thereof shall, in all respects, have the power and discharge the duties of school directors, for such district.



BIGGSVILLE TOWNSHIP HIGH SCHOOL, VILLAGE TYPE, HENDERSON CO., ILL.

§ 92. When any district desires to discontinue the high school, the treasurer, upon petition of a majority of the legal voters of the district filed at least fifteen days preceding the regular election of trustees of schools with the treasurer of such district, shall give notice of an election to be held on the day of the regular election of trustees, for the purpose of voting "for" or "against" the proposition to discontinue the township high school, which notice shall be given in the same manner and for the same length of time, and in substantially the same form, as the notice provided for in section 85 of this Act. The ballots for such election shall be canvassed in the manner provided for in section 85 of this Act. If a majority of the votes cast at such election shall be in favor of discontinuing the high school, the trustees of schools shall surrender the assets of the high school to the district fund of the township or townships interested in proportion of the assessed valuation of the townships or parts of townships comprising such district.

§ 93. When any township in any county under township organization shall contain two political towns divided by a navigable stream as recognized by the United States, each of which shall contain a city of not less than one thousand nor more than

one hundred thousand inhabitants, each town shall constitute a township under this Act for high school purposes.

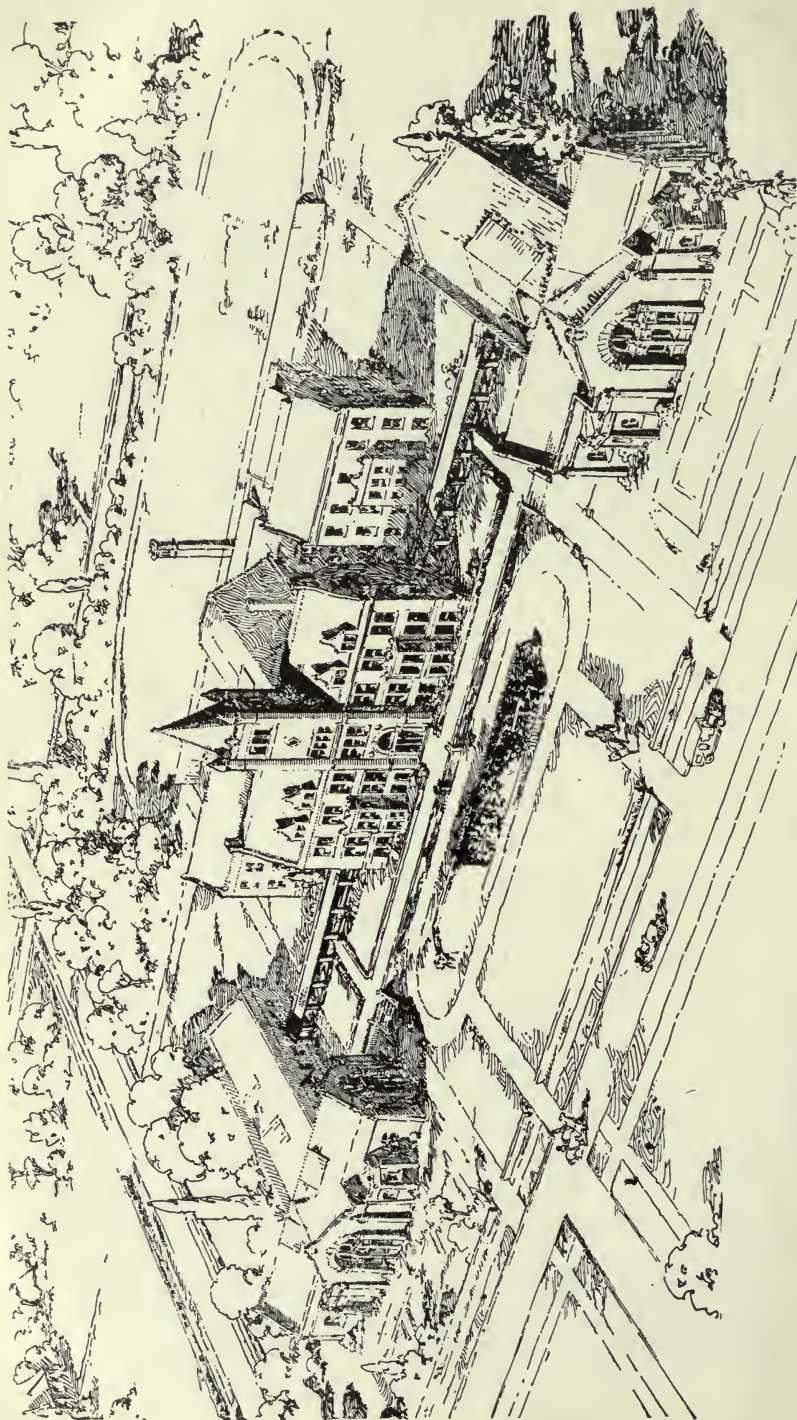


LOVINGTON TOWNSHIP HIGH SCHOOL, VILLAGE TYPE, MOULTRIE CO., ILL.

SUMMARY OF THE LAW GIVING STEPS NECESSARY IN THE ESTABLISHMENT OF A TOWNSHIP HIGH SCHOOL

1. Petition of fifty or more legal voters of the high school district to be established. The petition must accurately describe the territory to be included, and must be filed with the county superintendent of the county in which most of the district lies; or, in the case of equal division between two counties, to the superintendent of the county in which the sixteenth section lies. The territorial divisions which may be organized into high school districts are: (a) Any school township, including townships in which towns having populations of not less than 1,000 nor more than 100,000 as school districts acting under either the general school law or under special enactments. (b) Parts of adjoining townships in the same or adjoining counties. (c) The remaining portion of a township, part of which is already included in a high school district under the act providing for township high schools.

2. Election. Must have ten days' notice, posted in at least ten conspicuous places. This notice is given by the county superintendent. Ballots canvassed as in other elections.



NEW TRIER TOWNSHIP HIGH SCHOOL, KENILWORTH, PLAN FOR ENLARGEMENT OF PLANT.

3. Township High School Board. This Board is to be of six members and a president, the latter to be elected annually by the people and two of the six members each year, after first organization. (See 4 under this act). The election for the selection of this Board is to be called by the county superintendent.

4. On a vote of the district the Board may issue bonds or incur indebtedness for the purchase of a site and the erection of a suitable building. The district must vote on the site. Failing to choose, the Board then has power to select a site.

CONDUCTING A CAMPAIGN

In conducting a campaign for a township high school it should be remembered that no class of people is likely to take up readily with an educational innovation about which little or nothing is known by them. No effort should therefore be spared in making known to all the people of a proposed township district just what a township high school involves and what its advantages are. It is rarely that any class of American citizens will be found who will oppose, in any great numbers, a proposition so beneficial to their own community and to the country at large. Frequently the mistake has been made of conducting these campaigns hurriedly and with little effort toward furnishing reliable information to those upon whose support must depend the success or failure of the proposition to establish a township high school district.

Such hasty efforts should not be taken as final, nor as cause for great discouragement. It is a part of the history of a number of our best township schools that it has required two or even three votes before the people understood the matter sufficiently well to give their approval.

In all matters of public interest where the franchise is involved it is best, in the long run, to be open and fair with all concerned. A good high school is expensive. It is worse than useless to attempt to conceal this fact. When people want a thing they will vote for it and pay the price, even if it comes high. Most people want the best there is available for their children in the way of education. Make the campaign, then, one of enlightenment, and base it on the high plane of a good high school education for the children of all, rich and poor, from country and from city, alike. Above all, insist upon free schools for all, not only as an inalienable right of every American child, but also as the chief guard and support to all our free institutions.

THE CONSOLIDATION OF SCHOOLS

Under Section 46 of the General Law of Illinois will be found the following provision: "When such division of a township into districts has been made, the trustees of schools may, in their discretion, at the regular meeting in April, change the boundaries of districts situated wholly within the township, so as:

First—To divide a district into two or more districts when petitioned by a majority of the legal voters of the district.

SECOND—TO CONSOLIDATE TWO OR MORE DISTRICTS INTO ONE DISTRICT, WHEN PETITIONED BY A MAJORITY OF THE LEGAL VOTERS OF EACH DISTRICT."*

In case of districts lying in two or more townships a dissolution of the district may be secured "by petitioning the trustees of schools of the several townships, at their regular meeting in April, to add the territory belonging to the district in their township to one or more adjacent districts." (See Sec. 48.)

It is believed that in many instances such a procedure will be found preferable to the formation of a larger high school district as distinct from the elementary schools. Districts situated so as to make such a consolidation feasible may well consider this method of attaining the desired end of establishing a high school free to country and village or town alike, and strong enough to make a complete organization.

*The small capitals are the editor's.

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